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ABSTRACT

Presenting an international perspective on non-formal education development efforts for women, this booklet contains (1) an article on women in development, (2) highlights of nonformal education projects for women, and (3) a bibliography of documents and journals on world-side issues related to women in development. The article is an overview of what some aspects of development have meant to women and the varying perceptions of what is needed to assist women and why. Focus is on those issues and features of planning which appear to be shared by programs on all continents and in all sectors. Major topics are the following: the integration of women in development (recognition of their role in society and their potential contribution to national development); planning considerations (research needs, priorities for types of programs, learner-centered approaches, and accessibility); and persistent dilemas (equity and segregation, traditional vs. nontraditional roles, and cultural integrity and human rights). The major conclusion is that the problems encountered in integrating women in development programs are the same as those faced by any nonformal education program. In the project highlights section, 200- to 300-word descriptions are given of eleven different nonformal education programs for women in developing nations. Each includes description of the cultural context, activities, and results. The selective bibliography cites seventy-one documents, each with a brief annotation, eleven journals and newsletters, and eighteen special issues of other journals and newsletters focusing primarily on women. Emphasis is on literature with the broad international perspective as opposed to that concerned with specific continents or sectors. (JT)

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WOMEN IN DEVELOPMENT

This edition of the NFE Exchange *presents an overview of what some aspects of development have meant to women and the varying perceptions of what is needed to assist women and why. Because so much has been written on this topic, the introductory article focuses on those issues and features of planning which appear to be shared by programs on all continents and in all sectors. The resources listed in this edition also reflect this broad-scale orientation. Forthcoming issues will pay special attention to the role of women in development within the context of specific topics covered by the* Exchange.

The material for this discussion has been developed from documents in the NFE collection and from a number of spirited exchanges with the Center research staff and others concerned with the impact of development on women and vice versa. We welcome your comments on the points raised in the following article.

Less than a decade ago, agricultural development specialists working in the Philippines invited farmers to a conference on cash incomes for rural families. The discussion focused on improving egg, chicken, and pig production as well as on designing better marketing strategies. Strangely, the participants were not particularly informed on the subject, nor were they interested. The organizers wondered why until one of the men finally explained: producing and marketing chickens, eggs, and pigs was traditionally the work of Filipino women. Women who attended a later conference on the same subject enthusiastically participated in the discussion.

About the same time, a functional literacy program in Upper Volta sought to improve the social and economic status of women by introducing labor-saving technology and offering literacy training. As the program continued, some planners began to question the advisability of designing programs in which the majority of innovators were women. One evaluator suggested that the logical extension of developing such programs would be to create a situation which the culture could not accept. The vision of literate wives, for example, reading agricultural extension manuals and telling illiterate husbands which crops to plant was culturally absurd. The issue for women's development at that time in that region, the evaluator maintained, was to develop programs that would enhance women's self confidence and help both men and women learn new skills so that together they could free themselves from poverty.

These anecdotes illustrate two classic dilemmas related to women in development. In one case, the important role women play was not understood and was therefore ignored. In the other, despite the extensive planning and research which preceded the project, special training for women was thought to be of doubtful use unless the social environment in which that training would eventually be used was also made receptive. Change introduced in half of the community would have a limited, even distorted impact if the other half were not prepared to accept or respond to it.

Although some specialists have recognized these problems for a long time, it is only within the last decade that the issue of women in development has attracted widespread attention. In 1975, International Women's Year and the Mexico City conference served as catalysts for reexamining the role of women in development and the impact of development on women. Integration of women in develop-

(continued on next page)

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ment became a theme as international, non-governmental and governmental agencies sought to develop programs that would reach the forgotten majority.

During the past three years the amount of literature for and about women has increased dramatically as has the number of planned projects which have a women's component. Yet if planners and practitioners have become more aware of the many contributions women make to their societies, they have also learned that designing programs to "integrate women in development" is a tremendously complex task.

DEALING WITH INTEGRATION

For one thing, integration has meant different things to different people. Some have taken this to mean that every development project must have a component directed specifically towards women. Others have maintained that a thorough understanding of a project's impact on women must be integrated into all phases of project planning even if there is no specific women's component. And, they suggest, women's participation in project development may be crucial to accomplishing this goal.

Nor is there consensus among women themselves about the need for integration or about the ways in which it might be accomplished. While many women are enthusiastic about the new opportunities available to women, those who accept their culture's interpretation of women's role see no need for change. Others, fulfilled (some might say exhausted) by their many opportunities to manage food production and household tasks, question whether the new emphasis on changing roles might only mean additional burdens. And for those whose culture already grants them special status, or who have experienced the unity of fighting beside their men in wars for independence, the call to integrate women in development may even seem irrelevant.

Differing perceptions of how the issues should be interpreted have also influenced development programs. Some theorists, for example, view women's situation as a dependent relationship stemming directly from the rigors of the world economic order and its inequities. Others contend that it is largely a question of unequal status between the sexes. Because of socially ascribed roles, women have had fewer opportunities to improve their position.

Another group, more anthropological in outlook, tends to view this phenomenon entirely in cultural terms, seeing a profound dualism between men and women as the key factor for analysis. They suggest that men and women are different types whose needs and powers at once antagonize and complement each other.

Still others advocate programs for women to meet basic human needs. They are primarily concerned, for example, that two-thirds of the world's illiterates are women, or that women typically eat last and least, yet theirs are the bodies expected to nourish new life.

Some theorists call for women's programs as a means to enhance women's participation in strategic decisions which will affect their lives. Others argue that every person should have opportunities for self-realization, i.e., the development of personal talents and abilities. And some have proposed women's programs as a means to enhance world peace.

Still another group finds the exclusive preoccupation with women's programs inappropriate. Citing a variety of socio-economic reasons, they maintain that the emphasis should be on programs to strengthen family household units. According to this perspective, women will automatically receive attention in these programs because of their important function within the family.

In a sense, all of these perspectives are different translations of the issues. Like different languages, they tend to have their own vocabularies and grammars for discussing similar concerns.

However, these perspectives change and often overlap. Moreover, they are frequently influenced by broader associations with class or political movements. The point here is that there is no general agreement as to what the problems are or why they exist. But, because the perception of the problem influences the strategies that are adopted as solutions, it is important for planners and practitioners to be aware of the different interpretations concerning women in development.

TRANSLATING ISSUES INTO STRATEGIES

Though development workers differ greatly in their conceptual orientation to problems concerning women and development, all recognize that countries can no longer afford to ignore the role women play in society or their potential contribution to national development. As many as 30 percent of all families around the world are now headed by women. Such families, moreover, are likely to have the lowest incomes in their societies. Women produce over 40 percent of the world's food supply and in some places as much as 80 percent. Larger proportions of women than ever before are seeking wage employment because of financial necessity yet most continue to be placed in the lowest paying positions. The education of women is associated with the possibility of earning higher incomes, more effective population control, and improving basic living conditions.

And, as researchers and women themselves have begun to discover, planned development programs have not been uniformly meaningful nor beneficial to women. Although many who are concerned about the negative features of development acknowledge that these costs are often borne by men as well

as by women, they maintain that women's options for dealing with change have been fewer, particularly if they must provide for dependent children. Despite the many programs, cultural perceptions of women's role in society have generally limited educational and job opportunities for women.

PLANNING CONSIDERATIONS

Planning programs which take women's needs and real roles into account is not an easy job. Because of the differing perspectives mentioned previously there is no consensus as to what women's needs are nor as to how these needs should be met.

Research needs. The problem is further complicated by a lack of information about women's roles. Until recently, research on women generally focused on household and childrearing duties, while economic and labor surveys often looked only at wage employment thus excluding much of "women's work" from economic indicators. Even though there is now an increasing sensitivity to looking at all aspects of the lives of women, information is often not available to planners at the time that they need it.

Nor is there much information as to which NFE approaches work best and under which circumstances. Unfortunately, many more reports have been written on the need for women's programs than have evaluations of specific approaches. Where information is available, it is fragmentary. Regional and cultural differences also make it difficult to compare one approach with another in terms of effectiveness and efficiency.

Despite the variety of perspectives and approaches, it is possible to identify some key planning considerations in designing programs for women and some of the issues which affect the way in which these problem areas are approached.

Types of programs. Two trends are evident as planners re-examine the content of NFE programs for women. First, there is much more awareness about the need to offer training in agricultural and other production skills which may also generate income, as well as to provide health, family planning and nutrition information. Secondly, planners are increasingly recognizing the desirability of including management and decision-making components within all types of programs. Some nutrition projects, for example, not only teach women about the nutritional value of foods but also help them to decide which foods to purchase or vegetables to plant on a cost-plus-nutrition-plus-labor basis. Similarly, agricultural projects designed to help women farmers improve their cash incomes have increased their impact by introducing participants to such topics as managing cash flow and securing credit. Whereas handicrafts projects previously taught women production skills but left administrative affairs to men, many now train women in leadership, management and accounting skills.

NFE approaches. Recognizing that in most countries the real obstacles to women participating in social and economic development are cultural attitudes, some planners and practitioners have emphasized developing learner-centered approaches that will help women develop the self-confidence and decision-making abilities necessary to reexamine their own role in society. Case studies of local relevance are often used as women participate in group discussions with practitioners serving as facilitators rather than as lecturers.

Some planners suggest that emphasizing learner-centered approaches may be important for several other reasons. By involving women in designing one aspect of their learning, learner-centered approaches may help them to initiate learning in other more non-traditional areas. Also, because women seek training for any number of reasons (e.g. to earn more income, to help their families, or to meet socially with other people), designing learner-centered programs may be the only practical, even expedient approach to accommodate a variety of expectations and needs.

Finally, learner-centered approaches may be one of the best ways to involve participants in the initial stages of development planning. Ironically, it seems that despite the increasing awareness of the need to include women in development programs, the planning and administrative constraints of development agencies often prevent those whose lives are most directly influenced by development efforts from participating in decisions concerning the types of programs to be offered. In women's as in other NFE programs, planners and practitioners are seeking ways to involve women at the grass-roots level in designing programs that will have a direct impact on their lives.

Accessibility. Although planned for the entire community, some projects have been organized around the schedules and meeting sites of men. Thus, though there may be nothing which officially prevents women from participating in these programs, cultural traditions or work and family responsibilities have often served to exclude them. At least one project has used audio-cassettes to teach women about health and nutrition as they gathered at communal laundering sites. Another project found that bringing day care and high school equivalency programs to the factory helped many women to meet three needs at once: the need to earn income, to take care of children, and to better their education.

Women as role models. A key factor in helping women to learn about different economic and social possibilities may be the influence of other women who, by working in alternative occupations or by serving in leadership positions, can serve as role models. However, cultural factors often prevent women from serving in this capacity by limiting the types of training available to women and the areas in which they can work. Often it is not culturally acceptable for women to work alone in rural or urban areas or to serve as leaders of organizations composed of both men and women. Even if women are allowed to work in these capacities, their advice may not be accepted either because of their youth or their sex. And, when training programs in non-traditional occupations are available for women fieldworkers, many young women prefer to serve in areas such as family planning or health which are more traditionally acceptable occupations for women. Like their counterparts who work in international development agencies, women fieldworkers must also reconcile personal and family commitments with occupations that may require a great deal of geographic mobility.

Women and the value of work. Some women feel that the emphasis on integrating women into all aspects of development implies that the work women have traditionally done, especially in the home and service sector, has little economic or social value.

NFE planners need to make special efforts to ensure that projects do not reflect negatively on work done honorably and under conditions of mutual respect. This is particularly important for women who feel that they are making just and satisfying contributions to their families and communities by working as homemakers or by serving in occupations such as nursing which have traditionally attracted women.

At the same time, planners need to look for ways to upgrade skills and benefits for those who work in domestic and other forms of personal service. Such programs may help not only to develop an important resource but also help to allay concerns expressed in some quarters that some women have been able to be socially and economically mobile only because a reservoir of cheap labor, frequently female, has been available to do traditional chores for them. In some countries, more people are employed in these areas than in any other occupation with the exception of agriculture yet few documents even mention the existence of this sector, much less programs designed to meet its needs.

PERSISTANT DILEMMAS

While few would disagree that planners need to develop programs which meet the needs of participants and foster the development of decision-making skills, there are many opinions as to the way in which programs should accomplish these goals. Three of the major issues are highlighted below:

Equity and segregation. A classic goal of development planners has been to create a climate in which the benefits and opportunities arising from development projects can be shared more equally among the population. Some critics ask whether the emphasis on designing women's programs fosters a new segregation destined to keep women apart and unequal from the rest of their societies. They suggest that the only times separate approaches are warranted are when existing cultural patterns make them the best way to organize and promote programs for women.

Researchers have found, for example, that women's groups can be effective agents for development. Such groups not only teach women new skills but also serve as forums for helping women to reach decisions and reinforce new patterns of behavior. These groups, however, seem to be most successful when their activities are of immediate practical value to their members and when their organizational structure complements cultural patterns of communal collaboration.

Many planners believe that programs designed to improve women's social and economic status are destined to fail unless they also work to help men accept new roles for women and to share some of the tasks which are usually thought of as women's work. Some maintain that this can best be achieved by offering programs designed to reach the entire family while others suggest that men's attitudes will change as they learn to work alongside women. Another approach is to incorporate discussions of attitudes towards women in existing men's programs.

This debate also extends to the type of personnel employed in development programs for women. While there is general agreement that women need to be more extensively involved in developing programs at all levels, there is no consensus as to the extent of that involvement. Suggesting that only women can understand women's problems, a few planners maintain that women should be primarily responsible for every aspect of development programs involving women. Others, while recognizing the need for women's participation in development, suggest that such an extreme attitude may only create a new pattern of discrimination and isolation between the sexes.

Furthermore, many believe that it is a mistake to assume that all women are necessarily sensitive to the plight of other women. Because women, like all individuals, represent a variety of aspirations and degrees of sensitivity to those who are more disadvantaged than they, these planners believe that programs should select and train both men and women who are sensitive to the women's needs and to the cultural impact of development programs.

Traditional vs. non-traditional roles. Another area of concern is whether NFE programs should provide training in roles for women which are not traditionally part of the culture in which they are being offered.

Despite the increasing awareness of the need to offer a variety of programs, NFE programs for women are still dominated by training courses in handicrafts and homemaking skills.

It is difficult to tell whether this emphasis is the choice of planners or participants or both. Some analysts suggest that in most countries the real obstacles to women participating in development are cultural attitudes. They note that by offering courses in homemaking, handicrafts and secretarial skills, NFE planners may only impose their own culture's notion of women's role in society.

Yet even when programs are offered in non-traditional occupations, many women either choose to or are allowed to participate only in those programs which reinforce their traditional position within society. For example, while husbands are willing to allow their wives to participate in family-oriented programs or in programs which are clearly linked with skills traditionally practiced by women, programs often encounter resistance when they offer other types of skills training. Literacy training for women may be considered unnecessary and, in countries where employment rates are high, few men are likely to welcome additional competition from women.

Because of these factors, some planners believe that programs should offer courses only in roles which are traditionally accepted as part of the culture. Others, while sensitive to the need to meet participants' expectations, maintain that programs should offer a variety of options for women. They believe that though offering traditional courses may help women to improve their economic and social status, women will still remain relatively unequal to men unless programs are available to help women participate in all aspects of society.

Cultural integrity and human rights. Planners also need to consider the ethical and practical implications of designing programs which seek to promote social and economic equality between the sexes. Do NFE planners who design culturally appropriate programs in regions which give unequal status to women, deny women basic human rights by serving cultural needs first? On the other hand, do programs which are designed to help women achieve equal status with men undermine the integrity of cultural norms? Is it possible to design programs which take both needs into account? If so, how?

These are extremely sensitive issues. Their implications extend from the international and government planning level to the most private reaches of family households.

CONCLUSION

Many of the problems encountered in women's projects have a familiar ring. Too often women are trained in skills for which no jobs are available or they are taught to produce objects which cannot be marketed or are unprofitable. Supply and credit shortages may prevent women from implementing new agricultural practices. Programs may seem irrelevant or are offered at times and places that are inconvenient for participants. And, even where programs have succeeded in teaching women practical skills, few foster the decision-making skills or self-esteem necessary to help women cope with new problems.

Nor do the issues associated with women's programs appear to be very different. The desirability of designing programs for separate audiences, the need to reconcile planners' perceptions of needs with participants' expectations, and the implications of outside intervention in different cultures are concerns which recur throughout development literature.

All of which leads some planners to ask whether the problems encountered in integrating women in development programs are not the same as those faced by any NFE program. Thus, they suggest that the questions which need to be asked about women's programs could be rephrased to apply to any target audience:

- What assumptions about the role of women are implied in the project goals, rationale and strategy?
- What will be the short and long-term impact of this program on women and families in the culture?
- What criteria will be used to evaluate the project's effect on women's lives?
- If the impact may be adverse, what compensating efforts are planned?
- Are women involved in planning and implementing the project? How will women's participation be measured?

Yet if the questions are similar to those which should be asked about the impact of any NFE program, the many cultural and philosophical perceptions concerning what women's role ought to be and the different roles played by women today make the task of designing programs for women an especially challenging one. Perhaps the extent of that challenge — to reach those whose lives are closely interwoven with all aspects of society but whose economic and social opportunities may differ substantially — can only be understood if one recognizes that the issues related to women in development directly or indirectly influence all members of the population.

Susanne R. Morris

Project Highlights

● A unique regional program for women provides training and research services for the countries of Africa. Supported by the Economic Commission for Africa and other international assistance agencies, the African Training and Research Centre for Women (ATRCW) in Ethiopia organizes workshops for grass-roots and national level workers, coordinates a volunteer women's task force, operates a village technology program and conducts research on the role of women in development in Africa.

Between 1972-1977 ATRCW, which began in 1972 as the ECA's Women's Programme, conducted a series of three-day seminars to help strengthen national efforts to assure that the role of women would be considered in planning development projects. ATRCW advisors have also helped national organizations prepare project proposals related to women in development.

Through its Itinerant Training Workshop Programme, ATRCW has conducted more than 21 in-country workshops designed to help teachers, extension workers, program directors and government employees learn how to conduct village surveys and develop training materials for women. Both men and women attend the workshops which focus on problem solving and program planning. The specific content for each workshop varies according to the requests of a particular country but workshops generally include training in leadership and communication skills in addition to offering information on technical subjects such as health, agriculture, and nutrition.

In 1975 ATRCW created the Women's Volunteer Task Force to foster an exchange of skills between African countries. The Task Force arranges for women with technical skills to serve in low income areas in their own or other African countries. During that same year, ATRCW began a Village Technology Programme. Designed to help women by introducing labor-saving devices and income-generating equipment into rural areas, the program seeks to identify and improve traditional technologies and to introduce newer, more appropriate technologies as needed.

ATRCW also supports and disseminates research related to the role of women in Africa. Publications include *ATRCW Update*, bibliographies, workshop reports and manuals for rural trainers. (Source: ATRCW, 1977. Project Address: African Training and Research Centre for Women, UN Economic Commission for Africa, P. O. Box 3001, Addis Ababa, Ethiopia.)

● The reorganization of the Chebilat Women's Group in Kenya demonstrates the effect which locally-produced materials and popular participation in training and decision-making can have in developing self-reliant and efficient cooperatives. Though initially organized as a cooperative in which all members were supposed to participate, the small, locally-initiated handicrafts group soon encountered problems in managing its activities. Membership at meetings declined and decision-making became increasingly top-down in nature. Most of the finances were handled by one person with little training in organizational or accounting skills and apathy and distrust among members grew as the group failed to realize a profit.

Using their own funds, two specialists in small media worked with the cooperative to develop a training and communications program that would suit the needs of participants. Individually and in small groups, the women tape-recorded their feelings about the cooperative and its problems. From these recordings and the group discussions they generated, the women developed guidelines for management and decision-making within the cooperative. Three women received special training in management and accounting skills. Games and taped exercises in the local language helped other members develop numeracy skills. In this way each member would be able to read her credit sheet and assume more responsibility for overseeing the management of the group.

All of these activities helped to lessen suspicion among members and increased confidence in the cooperative. The women contributed funds and labor to build an office and establish a loan program for members. Yet not all of the cooperative's problems were caused by poor management. Because of an unreliable market and inadequate supplies of materials for handicrafts, the women decided to expand their activities to include cultivating cash crops on rented land.

A follow-up study of the program has shown that although steady markets for handicrafts still pose a problem, the communal farming activities have provided a steady source of income. Thus, with minimal outside assistance, the cooperative has developed into a well-managed self-reliant group able to identify its problems and to implement projects to solve them. (Source: Lundeen and Lundeen, 1977.)

● The Integrated Farming Pilot Project (IFPP) in Pelotshetlha, Botswana works with rural women as part of an experimental program to introduce new dryland farming and livestock management techniques in an area that is faced with problems of poor soil fertility and seasonal labor, water, and draft power shortages. As part of its integrated approach to agricultural development, the project also seeks to identify credit and marketing facilities and to provide the extension and communication services necessary to implement the new technology. Participating farmers are represented on a Farmer's Committee.

Though the project originally reached only male farmers, in 1976 the Farmer's Committee recognized the need to include women for they are involved in various aspects of farming in Botswana and they head many households in the Pelotshetlha area. More than 100 women attended the project's next general meeting where it was decided to organize local women's groups on a sub-area basis and to offer a series of training courses. The courses, which last for approximately one week, cover such topics as

knitting, cooking, vegetable gardening and poultry keeping. Two representatives from each group attend the training sessions and are responsible for sharing their knowledge with other group members.

In order to more fully involve women in the project, two women were later elected to serve on the Farmer's Committee. Each representative meets regularly with group leaders to report on project developments and to identify ideas which need to be brought to the attention of the Committee.

Agriculture extension agents help organize field days to demonstrate new techniques and they meet with individual women to encourage them to become part of the dryland farming scheme. By including women as part of its extension efforts, IFPP has helped to assure that all households in the area have access to the new technology. Also, the economic position of women has not been threatened by limiting training in mechanization and new technologies to male farmers. (Source: Botswana, n.d.)

● Even though cultural traditions make women a hard-to-reach target audience in many areas of Bangladesh, a group of local women successfully operates a family planning project in Dacca. Concerned Women for Family Planning (CWFP), with financial support from Family Planning International Assistance, has reached over 6,000 family planning acceptors, 85 percent of whom continue to use family planning.

The key to the program's success is its door-to-door delivery of information and services by local women. Rural and particularly urban women in Bangladesh seldom leave home because of family and household constraints. At least half of the women observe *purdah* or life behind the veil, and when the wife is sick it is often the husband who sees the doctor, describes her symptoms and buys the prescribed medication. Realizing that these circumstances make family planning clinics inaccessible to many intended clients, CWFP developed an outreach program based on home visits by teams of women paraprofessionals.

Each team covers a district of approximately 50,000 people. CWFP hopes to encourage all women interested in family planning to start a distribution program around their homes, and to become actively involved in working in family planning centers. CWFP teams advise women on available family planning facilities, accompany them to a family planning clinic, and maintain home-based supply depots of oral contraceptives. They visit acceptors regularly to answer questions and assist those who might have problems with particular methods.

Teams usually include an urban organizer, two field assistants, and two trainees. Team members receive a minimal salary and must be married, practice family planning, and be able to relate to other women. New members learn on the job by working with experienced personnel. All members also receive regular training from a technical committee of physicians and population experts. A field supervisor can be consulted whenever questions or problems develop.

In less than a year, CWFP expanded its services from one to eight districts. By 1978, it planned to extend coverage to 24 more urban districts in Dacca. In addition to its neighborhood visitation program, CWFP offers family planning assistance in cooperation with programs offered through factories, welfare associations, women's cooperatives, and government offices. (Source: Curlin, 1977.)

● Since 1972, an action-research project in India has worked with pregnant women and mothers with young children to develop a comprehensive program that would improve maternal and child health and increase the ability of rural women to learn skills that will improve their own and their family's welfare. Co-sponsored by the Government of India, the Council for Social Development and UNICEF, "NFE for Rural Women: An Experimental Project for the Development of the Young Child" was developed to test the effectiveness of various NFE approaches in overcoming problems caused by maternal and childhood diseases, malnutrition, and illiteracy.

A key feature of the project, which began in three villages and soon expanded to 30, has been its emphasis on continuous evaluation and on developing locally-relevant materials. Extensive research was conducted to develop materials based on the local language and customs. Following the initial two-year research program described below, the project revised and expanded, its services in response to the results of its experience with four experimental groups.

In the first group, functional literacy classes based on pre-natal care and nutrition for newborn infants were organized for about 30 women in each village. Classes met six days a week for one-to-two hours and emphasized group discussion. Using a series of illustrated cards, participants discussed problems associated with pregnancy and childbirth and learned about government health services.

The second group met less frequently at existing Mother Child Centres. The content for these meetings focused on post-natal care and included demonstrations on health, nutrition and family planning. This group also participated in a supplementary feeding program for mothers and children and received free immunization and health care services. The third experimental group received a combination of the first two programs while a fourth group served as a control and received no special treatment.

Overall, the study found that women were more apt to complete the program if there were tangible incentives such as supplemental food and health care and if sessions were held at convenient times. The drop-out rate averaged about 50% in the literacy classes buf was substantially less in the post-natal group, partially because this group received special health and nutrition services. Generally, women who left the program did so because of fatigue related to the combined pressures of working in the fields and at home; opposition by family members, especially the husband; and/or a belief that the program wasn't relevant to their lives. (Source: Koshy, 1973. Project Address: Council for Social Development, Sangha Rachana, 53 Lodi Estate, New Delhi 110 003, India.)

● The Pila Project in Guatemala experimented with audio-cassette recorders as a means of providing rural women with health and nutrition information in a way that would not interfere with their daily work activities. Supported by the Pan American Health Organization and Cornell University, the project selected cassettes as a medium that was inexpensive, simple-to-operate and able to overcome literacy barriers.

For three weeks 30-minute cassette tapes were played twice a day at three outdoor laundry sites (pilas) on the Finca Maria de Lourdes. Produced in the local dialect and based on the daily lives of plantation workers, the series of tapes included brief segments of entertainment, interviews with local people, announcements, radio novelas and messages aimed to stimulate awareness of the women's potential to improve the health care of their families and themselves. Each segment of the tapes was limited to approximately eight minutes so that the women, who spent anywhere from a few minutes to a few hours at the laundry site, would be able to hear complete messages without interrupting their daily schedule.

The project found that a particular advantage of cassette technology was its flexibility. Not only was the project staff able to produce tapes of local interest but the teenage girl who was responsible for distributing the recorders and replaying the tapes was able to adjust the playing schedule to changes in the women's daily routine. (Source: Colle and Colle, 1976. Project Address: Royal D. Colle, Department of Communications, Cornell University, Ithaca, New York 14850, USA.)

● To men and women in rural and urban areas of the Dominican Republic, the Radio School for Family Education (Escuela Radiofonica de Educacion Familiar — EREF) serves as an important link to the world outside their communities. Begun in 1972 as a project of the Association for Family Welfare, the Radio School's special concern is to help women understand family planning methods as well as to provide reasons that will encourage women to make consistent use of these methods. Though programs are not directed specifically to rural audiences, approximately 70% of the listeners live in rural areas. Most listeners are women but many men also listen to the programs which are broadcast five evenings a week over commercial radio stations.

Because family planning concepts are thought to be better understood when discussed in relation to other ideas affecting the whole of people's lives, EREF takes an integrated approach to programming. Programs are informal and include lively discussions of such topics as husband-wife relationships, pre-marital counseling, and environmental education in addition to providing information on health care, nutrition, child psychology, education opportunities and the legal rights of women. Booklets, posters, leaflets and calendars further illustrate ideas presented in the broadcasts.

Fieldworkers, who serve as links between EREF and family planning clinics, visit homes, help women organize local groups, and refer acceptors to local women who distribute contraceptives as part of a community-based program begun in 1974.

Several studies have evaluated the Radio School's impact on rural lives. In one study over half of the contraceptive users questioned said that they listened to the radio broadcasts and many cited EREF as a source of information about family planning practices. In-depth interviews with selected listeners have also indicated that the program has not only influenced attitudes towards family planning but has also helped listeners to better manage their own and their families' lives. (Source: El-Bushra and Perl, 1976; *People*, 1977.)

● Since the early 1960's the Federation of Coffee Growers *(Federacion de Cafeteros)*, a cooperative of small farmers in Colombia, has provided technical and financial support for a network of rural women's groups. Begun as part of an effort to increase family income and stem migration from rural areas to the cities, the groups emphasize handicraft production but also provide an opportunity for the wives and daughters of coffee growers to learn new homemaking, health and family planning practices. *Promotoras*, paid women fieldworkers who are trained by the Federation but who work for the villages, spend approximately two months in each area training local club leaders and assisting clubs in organizing local educational and handicrafts activities. In some areas, several clubs gather at central handicrafts production sites which have been built with the technical assistance of the Federation and the US Peace Corps.

The Federation also works with a network of women's groups established in 1970-71 by *Profamilia*, a private family planning organization. Created to meet the demand for rural family planning services and to promote diversification of family income, these clubs use socio-drama, songs, and peer group influence to encourage members to adopt family planning practices. *Profamilia* found, however, that clubs which focus only on family planning tend to quickly lose members and that continued membership is an important factor in maintaining family planning practices. Because of this, many clubs provide lessons in health, homemaking, and nutrition in addition to offering opportunities for members to increase family incomes through the sale of contraceptives or through handicrafts production.

Both *Cafeteros* and *Profamilia* clubs have benefited from their affiliation with well-established private organizations offering a range of services. The Federation operates an active extension service, its own school system, banks, and warehouses to assist coffee growers and has made the services of economists, salespeople, and managers available to the women's groups. *Profamilia* distributes contraceptives and provides financial support for local clubs. Where possible, the two organizations cooperate in order to avoid duplicating services. The Federation trains some *Profamilia* fieldworkers in human relations, sewing, housekeeping,

legal aid and other areas while *Profamilia* offers training in family planning practices. Federation extension agents also meet with local men to develop support for family planning practices.

Despite their different orientations, both organizations have faced similar problems in establishing viable women's groups. Selecting and training group leaders is a major problem as is providing follow-up educational opportunities and materials. The groups have also encountered difficulties in developing the skills needed to manage the cottage industries operated by the clubs and in finding new markets for the goods produced by the women's groups. (Source: Misch and Margolin, 1975.)

● Women spinners in India's rural textile centers learn functional literacy skills through a program sponsored by the Khadi and Village Industries Commission (KVIC).

Approximately 1,000 institutions are registered with the KVIC which promotes *khadi* (hand-loomed cloth) production as a means of developing a village-based production economy that relies on local initiative and labor. The development of *khadi* production sites in villages has also given women in many rural areas the chance to participate in an income-earning activity. Spinners constitute nearly 90 percent of *khadi* workers and are considered the base of the *khadi* industry.

By 1975, over 4,000 spinners from 150 village-based textile centers had participated in the functional literacy classes which were concentrated in three linguistic areas. In addition to teaching pre-literate and semi-literate spinners to read and write, the classes included lessons on the machinery and tools used in *khadi* production. Women learned to compute their wages and record entries in a pass book as well as calculate the wastage in the raw materials supplied to them. A follow-up study of the program indicated that about 60 percent of the participants acquired various levels of literacy skills while nearly 75 percent of those with few technical skills in spinning improved considerably after completing the course. (Source: Khurana, 1976. Project Address: Khadi and Village Industries Commission, Irla Road, Vile Parle (West), Bombay 400 056, India.)

● The long range goal of the Project for Equality of Access to Education for Women and Girls in Upper Volta is to increase the status of females. Intermediate objectives are to provide educational programs in hygiene, nutrition, health, and functional literacy and to introduce labor-saving technology. In 1967, three pilot projects were started in regions with different ethnic groups, languages, and economic conditions. The timetable for initiating the various phases of the project differed in the 83 villages. Funding for the initial phase (1967-71) was provided by UNESCO. Subsequent sponsors included UNDP, ILO, FAO, and other international, governmental, and non-governmental agencies.

Crucial to enabling women to participate in educational programs was the introduction of agricultural labor-saving devices along with new agricultural methods, gardening, animal husbandry, and income-producing crafts. Home management courses were offered to school girls and home extension agents were trained. Early in the project, radios were distributed and listening groups formed as part of the strategy to reach rural women. Various entertainment techniques were used in the radio programs to improve communication effectiveness. In broadcasts directed toward maternity centers, for example, proverbs were used to explain modern health messages. Traditional midwives also participated in the health campaign. In some areas, traveling theater groups composed of village women were used to communicate development messages. Drama was not always an effective medium, however; in villages where only men participated in theatrical performances, women did not feel at ease in public. Movies and slide shows followed by discussions were also used occasionally. (Sources: Upper Volta, n.d.; CDC, 1978; "Elements of a Dossier: Education and Womankind," 1975.)

● The Women's General Union of Syria (WGU) is a vocational and educational program started in 1967 to improve the status of women, increase the contribution of women to national development and promote women's rights and opportunities. Funded by the Syrian government, the ruling Ba'ath Party, UNICEF, and minimal membership fees; the Union is supervised by the Ministry of Labour and Social Affairs and is operated by volunteers and UNICEF personnel.

WGU offers free literacy courses for girls and adults and provides skills training in dressmaking, knitting, embroidery, typing and traditional crafts. Included in all courses are lessons related to child care, nutrition and health. The Union also runs an extensive information program. A weekly half-hour TV program and films cover a variety of content areas and include dramatized debates of social issues. Discussions at village meetings and a monthly magazine further encourage villagers to become involved in self-help NFE activities.

In spite of limited resources, by 1974 the WGU had graduated several thousand women from literacy and homemaking courses and established daycare centers and kindergartens in rural areas. In the legislative sphere, the Union has attained payment of child care benefits to widowed and divorced working women and the removal of education requirements for women voters. (Source: UNICEF, 1974.)

Selective Bibliography on Women

For this issue of the NFE Exchange *the research staff of the NFE Information Center has selected documents from the NFE Library which focus mainly on world-wide issues related to women and development. In general, newsletters and journals focusing on women have been included in a separate listing. Because so much has recently been written on this subject, literature relating to specific sectors and continents will be included in future issues. We will also list organizations concerned with women in development and note new acquisitions of general interest. If there are materials which you believe deserve mention or which should be shared with our colleagues, we invite you to bring them to our attention.*

ACVAFS. ***Criteria for Evaluation of Development Projects Involving Women.*** **1975. Subcommittee on Women in Development of the Committee on Development Assistance, American Council of Voluntary Agencies for Foreign Service, Inc., 200 Park Avenue South, New York, New York 10003, USA.** Though designed primarily for use by US voluntary agencies in evaluating their overseas programs for women, the document provides useful guidelines for examining all types of development programs. Also discussed are training courses for national and international development planners and public information courses for groups concerned with global issues. Case studies of six projects illustrate how various criteria can be used to conduct an on-going evaluation of the design, implementation and follow-up phases of projects. 44 pp.

AID/WID. ***International Directory of Women's Development Organizations.*** **1977. Office of Women in Development, Agency for International Development, Washington, D.C. 20523, USA.** Designed to provide contacts among women's organizations, resource groups, and the international development community; the directory lists names, addresses, and other pertinent information on development-related women's organizations in over 130 countries. Also includes information on international organizations and resource groups involved in activities of interest to women's organizations. 311 pp.

_____. ***Report to Congress on Women in Development.*** **1978. Office of Women in Development, Agency for International Development.** An assessment of the impact of United States development programs on women, the document describes AID projects designed to promote the role of women as equal partners with men in the development process. The activities of the Office of Women in Development are listed and a separate section explains the data AID uses. 206 pp. + appendices.

ATRCW. ***The New International Economic Order: What Roles for Women?*** **1977. UN Publication E/CN.14/ATRCW/77/WD3. African Training and Research Centre for Women, UN Economic Commission for Africa (ECA), P. O. Box 3001, Addis Ababa, Ethiopia.** In a paper prepared for the October 1977 Regional Conference on the Implementation of National, Regional and World Plans of Action for the Integration of Women in Development, the ECA staff reviews the proposals for the New International Economic Order at the global and regional levels against a background of economic trends and women's roles in Africa. Includes proposals for monitoring women's contributions and access to the essential tools of development and discusses roles for women in the New International Economic Order. 45 pp. + annexes.

_____. ***Origin and Growth of the African Training and Research Centre for Women of the Economic Commission for Africa.*** **1977. UN Publication E/CN,14/ATRCW/77/BD.7.** Describes the history and activities of ATRCW and discusses the evolution of women's involvement in African development programs. Includes a bibliography of ATRCW publications. 20 pp. + annexes.

Berger, J. et al. ***Ideas then Action: Development through Women's Groups.*** **PBFL Report Series No. 22. 1975. Programmes for Better Family Living of the Food and Agriculture Organization, P. O. Box 30470, Nairobi, Kenya; or FAO, Via delle Terme di Caracalla, 00100 Rome, Italy.** Three sourcebooks on planning extension programs through women's groups: *Steps for Planning Together* (34 pp.) presents guidelines for planning and conducting activities; *Background Information* (26 pp.) includes relevant materials on the PBFL Women's Group Programme; *Workshop for District Planners* (35 pp.) describes a PBFL planning workshop. (Also of interest from FAO are PBFL *Report Series* documents No. 1, *Reaching Rural Families in East Africa*, 1976, 112 pp; No. 14, *Women's Leadership in Rural Development*, 1974, 26 pp; and No. 15, *Women's Groups in Rural Development*, 1975, 76 pp. A listing of all Report Series titles and other PBFL publications is available from the Nairobi address.)

Birdsall, Nancy and William P. McGreevey. ***The Second Sex in the Third World: Is Female Poverty a Development Issue?*** **1978. Available from the International Center for Research on Women, 2000 P Street, N.W. No. 403, Washington, D.C. 20036, USA.** Highlights some of the main findings of "Women in Poverty: What Do We Know?", a workshop held at Elkridge, Maryland in 1978. Women and Work, Women and Want, Women and Household Structures, and Measurement Issues were the four major issues discussed at the workshop which was organized by the International Center for Research on Women and sponsored by the US Agency for International Development. 36 pp.

Boserup, Ester. ***Woman's Role in Economic Development.*** **1970. St. Martin's Press, Inc., 175 Fifth Avenue, New York, New York 10010, USA. US$4.95.** A pioneering study which surveys women's participation in various economic sectors in developing and developed countries. Women's activities in different farming systems, the impact of modernizing agriculture on their labor and productivity, concepts of land ownership, and other influences resulting from Western contacts are examined in selected African and Asian countries. Similarly, migration and the consequent change from an agricultural to a non-agricultural means of livelihood, as well as the emergence of more trade, industrial and professional work opportunities are analyzed in terms of their effect on women's social and economic status. 283 pp.

Boserup, Ester and Christina Liljencrantz. ***Integration of Women in Development. Why, When, How.*** **1975. United Nations Development Programme (UNDP), United Nations Plaza, New York, New York 10019, USA.** Attempts to explain how and why women's participation in development presents special problems. Notes that development often results in the loss of many income-generating activities for women and emphasizes the need to plan for alternative employment if countries are to benefit from the female labor force. In addition to making better use of human resources, this approach is viewed as a way to improve income distribution. Concludes that the inclusion of women in all aspects of society, though a slow process, will benefit the whole society. Appendix contains a useful checklist to assist planners make use of women's contributions in the development process. 42 pp.

Botswana. ***Report on the Involvement of Women in the Integrated Farming Pilot Project.*** **1976. Ministry of Agriculture, Department of Field Services, Private Bag 003, Gaborone, Botswana.** Describes the Integrated Farming Pilot Project which directs extension activities toward farm families rather than just individual male farmers. Women are integrated into the agricultural section of the project through women's groups established for this purpose. Discusses activities of each women's group and some of the problems they have faced. 10 pp.

Boulding, Elise. ***Women, Bread and Babies: Directing Aid to Fifth World Farmers.*** **1975. International Women's Year Studies on Women, Paper No. 4. Program of Research on General Social and Economic Dynamics, Institute of Behavioral Science, University of Colorado, Boulder, Colorado 80302, USA.** Examines the fifth world in Africa as a basis for reallocating resources to reduce hunger and overpopulation. Defining the fifth world as that set of spaces in every society where women carry out their productive roles, the author summarizes women's responsibilities, time commitments, and training opportunities. Identifies a number of resources that, if available, would improve life for women and their families. 44 pp.

Buvinic, Mayra et al. ***Women and World Development: An Annotated Bibliography.*** **1976. Overseas Development Council, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036, USA. US$2.50.** Focuses on the effects of socioeconomic development and cultural change on women and on women's reactions to these changes. Annexes include a list of special issues of journals and periodicals, and of bibliographies related to women and development. 162 pp.

Buvinic, Mayra and Nadia Youssef. ***Women-Headed Households: The Ignored Factor in Development Planning.*** **1978. International Center for Research on Women, 2000 P Street, N.W., Suite 403, Washington, D.C. 20036, USA.** Uses data from 74 developing countries to examine why there has been an increase in the number of households that depend mainly on an adult woman for economic support. Rural male migration to urban areas often leaves behind women and children. Similarly, female movement to cities combined with certain societal and cultural practices in man-woman relationships contributes to an increase of female-headed households. Notes that most of these women are poor and generally do not have skills which permit them to participate in other than marginal activities. Suggests that development assistance agencies need to identify these women in order to plan programs that will reach the most needy. 113 pp.

Castillo, Gelia T. "The Changing Role of Women in Rural Societies: A Summary of Trends and Issues." ***RTN Seminar Reports.*** **No. 12, February 1977. The Agricultural Development Council, Inc., 1290 Avenue of the Americas, New York, New York 10019, USA. US$1.00.** Based on research from 23 countries, this report of an August 1975 seminar presents a number of general conclusions about women in rural societies. Examines trends such as the "feminization" of agriculture, the omission of female contributions in labor statistics, and changing employment opportunities for women. Also discusses issues related to the lack of training opportunities for rural women, the effects of development on women's status, and women's participation in the economy and decision making. 11 pp.

CDC. "Project for Equality of Access to Education for Women and Young Girls, Upper Volta." ***Project Profile.*** **January 1978. Clearinghouse on Development Communication, 1414 22nd Street, N.W., Washington, D.C. 20037, USA.** Describes a project which emphasizes the use by women of labor-saving devices in order to allow them time to participate in practical education programs. 2 pp.

Chaney, Elsa M. ***Agripina: Domestic Service and Its Implications for Development.*** **1977. Available from the Office of Women in Development, Agency for International Development, Washington, D.C. 20523, USA.** In a paper presented at the November 1977 Mexican-American Symposium on Research on Women, the author describes the life of migrant women who work in domestic service in Lima, Peru. Prepared as part of a study on poor women in the labor force in Lima, the paper attempts to approach the problems faced by women in Latin America from the perspective of the women themselves. A major hypothesis of the study is that the migrant experiences of women differ significantly from those of men and that modernization, particularly in urban environments, narrows the opportunities available to Latin American women rather than increasing them. 61 pp.

Colle, Royal D. and Susana Fernandez de Colle. ***The Communication Factor in Health and Nutrition Programs: A Case Study from Guatemala.*** **1976. Available from Royal D. Colle, Department of Communications, Cornell University, Ithaca, New York 14850, USA.** Prepared as a teaching unit for the World Health Organization, the document provides step-by-step guidelines for developing culturally appropriate communications projects. The unit is based on the experience of the Pila Project in Guatemala in which audio-cassette recorders were used to communicate health and nutrition messages to Guatemalan women. 59 pp. (Also of interest is "Guatemala Project: The Traditional Laundering Place as a Non-formal Health Education Setting" by Royal Colle in *Convergence*, Vol. 10, No. 2, 1977. pp. 32-40. International Council for Adult Education, 29 Prince Arthur Avenue, Toronto, Ontario, Canada M5R 1B2.)

Columbia Human Rights Law Review, ed. ***Law and the Status of Women.*** **1977. School of Law, Columbia University, New York, New York 10027, USA; or Centre for Social Development and Humanitarian Affairs, United Nations, Plaza, New York, New York 10017, USA.** Fifteen women lawyers examine laws affecting women in their respective countries. Beginning with an overview of women's position in relation to the legal system, the papers discuss political and civic rights, legal capacity, and rights involving marriage, property, and guardianship. Also covered are laws on access to education and training, employment, and health and family planning. Anticipated as the first in a series focusing on a continuing worldwide assessment of women's legal rights, the volume suggests that law reform is a useful starting point because equality before the law is a necessary condition for furthering women's full potential in the total development effort. 371 pp. (A summary of this document is available from the Office of Women in Development, Agency for International Development, Washington, D.C. 20523, USA.)

Curlin, Peggy. "Dacca Women Run Urban Program." ***Newsletter Family Planning International Assistance.*** **Vol. 3, No. 7, Winter 1977. FPIA, 810 Seventh Avenue, New York, New York 10019, USA; or FPIA Regional Office for West Asia, 752 Satmasjid Road, Dhamondi Residential Avenue, Dacca-5, Bangladesh.** Describes a home visitation approach to family planning initiated by an urban women's group in Bangladesh. Offers guidelines for choosing a delivery scheme, training paraprofessionals, and recruiting trainees. pp. 1-5.

Dulansey, Maryanne L. ***Women in Development: A Training Module.*** **1977. Consultants in Development, 2130 P Street, N.W., Suite 803, Washington, D.C. 20037, USA.** Originally prepared for regional field conferences of CARE personnel, this valuable training unit was developed as an aid to analyzing development projects with respect to women's social and economic roles. Included in the unit are suggestions for using group discussions, a case study, sample questions, and a bibliography of selected readings. 27 pp.

El-Bushra, Judy and Susan Perl, eds. ***Family Planning Education in Action: Some Community Centered Approaches.*** **1976. International Extension College, 131 Hills Road, Cambridge CB2 1PD, England; or International Planned Parenthood Federation, 18-20 Lower Regent Street, London, SW1Y 4PW, England.** Discusses various approaches to family planning education and illustrates these with case studies of projects from Asia, Latin America, Africa, and England. The cases depict a variety of community settings in which family planning education takes place. They are also illustrative of the ways in which family planning has been integrated with such development initiatives as functional education, community health, agriculture, etc. Useful for extension personnel involved in program planning and for family planning personnel as a source of practical demonstrations on how family planning education has been introduced in a variety of settings. 104 pp. (Also available in Spanish.)

"Elements for a Dossier: Education and Womankind." ***Prospects.*** **Vol. 5, No. 3, 1975. UNESCO, 7 Place de Fontenoy, 75700 Paris, France.** A collection of articles on women and education. Includes case studies on functional literacy for village women in Upper Volta, the role of women in the transformation of Cuban education, and the education and vocational training of women in the USSR. Other articles discuss women's right to an education and the influence of families and schools on developing a woman's view of her position in society. pp. 341-397.

FAO. ***Guidelines for the Integration of Women in Agricultural and Rural Development Projects.*** **1977. Document No. W/K6542. Food and Agriculture Organization, Via delle Terme di Caracalla, 00100 Rome, Italy.** Presents guidelines to help FAO officials determine the extent of women's participation in different types of projects and identify areas in planned and ongoing projects where the women's component can be strenghthened or added. Includes a series of questions for planners to use as a checklist in designing, implementing, and evaluating projects. 8 pp.

_____. ***Women and Family in Rural Development.*** **1977. DC/Sp. 31 PDC/2. Home Economics and Social Programmes, FAO.** Annotated bibliography of FAO publications from 1966 to mid-1976 on women and family life. The entries, arranged according to subject and author, are intended to draw attention to the importance of including women and family in FAO rural development projects, particularly those which relate to population, agriculture, and food. In English, French, and Spanish. 58 pp.

Fisher, John L. "Summary Report on the Conference on Women and Food." 1978. Consortium for International Development (CID), Executive Office, Utah State University, UMC 35, Logan, Utah 84322, USA. Presents issues and recommendations discussed at a three-day conference on the role of women in meeting basic food needs in developing countries. Includes proposals for enhancing women's participation in projects and suggestions about ways in which private and international agencies can redesign technical assistance programs to better achieve this goal. 32 pp.

Frank, Genevieve. ***Women at Work and in Society; a Selected Bibliography, 1970-1975.*** **International Institute for Labour Studies, Case postale 6, 1211 Geneva 22, Switzerland.** Lists more than 500 English and French documents on women and development. 43 pp.

Fraser, Arvonne. ***Practical Aspects of Integrating Women in Development into a Basic Human Needs Program or Working and Learning for Development.*** **Office of Women in Development, Agency for International Development, Washington, D.C. 20523, USA.** Describes the responses of various organizations to the World Plan of Action developed at the Mexico City International Women's Year Conference in 1975. The author views education as an essential component in meeting basic human needs and maintains that any strategy to attain these goals must take women and the work they do into account. Includes practical proposals designed to encourage the development of local programs in which women and men, as equal partners, work toward the realization of individual and community goals. 21 pp.

_____. ***Women in Development.*** **1977. Office of Women in Development, Agency for International Development.** In a succinct summary of some of the major issues related to women in development, the author examines women's roles in agriculture and as heads of households. Also describes the World Plan of Action for the Decade for Women and the activities of the Office of Women in Development. 12 pp.

Germany. ***Report on Improving the Status of Women in Developing Countries.*** **1977. HF-720, Annex 2, Federal Ministry of Economic Co-operation, Bonn, Germany.** Analyzes German development assistance efforts in light of the World Plan of Action. Provides background information on the situation of women in Africa, Latin America and Asia and proposes guidelines for further integrating women in development projects. 28 pp.

Ghana. ***National Council on Women and Development: Annual Report 1975/76.*** **n.d. National Redemption Council, National Council on Women and Development, P. O. Box M.53, Accra, Ghana.** Outlines the Council's history, aims, and organizational structure. Describes projects, research, and scholarships sponsored by the Council in different regions of Ghana and lists recommendations for improving the position of women in Ghana. 67 pp.

Homayounpour, Parviz. ***The Experimental Functional Literacy Project for the Social and Economic Promotion of Rural Women.*** **1977. National Centre for Adult Education and Training, No. 101/1 Vessal-E Shirazi Ave., P. O. Box 314/1602, Teheran, Iran.** Discusses the activities, theoretical orientation and techniques of a literacy program carried out by the Functional Literacy and Training Group since 1973. Of special interest are the sections on learner participation and evaluating functional literacy methods. 116 pp.

Hoque, Naseem. ***Non-Formal Education for Women in Bangladesh.*** **Supplementary Paper No. 5. Institute for International Studies, College of Education, Michigan State University, East Lansing, Michigan 48824, USA.** By focusing on four programs for Bengali women, the author describes approaches through which out-of-school education may be made available to economically disadvantaged women and summarizes some trends of NFE in Bangladesh. 63 pp.

Huston, Perdita. ***Message from the Village.*** **1978. Epoch B. Foundation, P. O. Box 1972, Grand Central Station, New York, New York 10017, USA.** Presents the thoughts, insights and wisdom of women from 130 villages in three continents. In an attempt to reverse the one-way communication process, the author met informally with local women to discuss their views on family planning and development. Some of these views challenge many general assumptions often made by development planners and administrators. A valuable book for those interested in seeing development from a different perspective. 142 pp.

ICSDW. ***Report of the International Seminar on the Need for Change in Education Related to the Participation of Women in Economic, Social and Cultural Development.*** **1972. Circular No. W.3/72. International Council of Social Democratic Women, 88A St. Johns Wood High Street, London NW8 7SJ, England.** Notes that despite a general acceptance of women's right to equal education, a majority of women are out of school. Various social, economic, and cultural factors favor the education of boys, and are seen as obstacles to women's full participation in development. Also discusses problems related to the presence, in most Asian societies, of a highly educated minority and their role in development. Suggests that additional adult and vocational education programs are essential to improving the status of women. 48 pp.

IIALM. ***The Design of Educational Programmes for the Promotion of Rural Women.*** **1975. International Institute for Adult Literacy Methods, P. O. Box 1555, Teheran, Iran.** Reports on an international seminar held in 1975 and co-sponsored with the Women's Organization of Iran. Describes literacy and other types of projects in several countries. Discusses various methods of organizing and evaluating projects. Also lists possible objectives for educational programs and suggests that comprehensive programs for reaching entire communities are needed. 270 pp.

Islam, Shamima. ***Women's Education in Bangladesh: Needs and Issues.*** **1977. The Foundation for Research on Educational Planning and Development (FREPD), Institute of Education and Research Building, Dacca University, Dacca-2, Bangladesh.** Surveys and analyzes formal and non-formal educational opportunities for women in Bangladesh. Because few women have the opportunity to go beyond the secondary level, the report emphasizes primary and secondary education, literacy and other NFE efforts. 145 pp.

Khurana, Rakesh et al. ***Study of Khadi Marketing Objectives, Strategy and Operational Policies.*** **1976. Khadi and Village Industries Commission, Irla Road, Vile Parle (West), Bombay 400 056, India.** Discusses issues related to the production and marketing of *khadi* textiles based on a three-year study of the *khadi* market. Includes planning, pricing, and promotion strategies to help the *khadi* industry more fully contribute to rural employment. 163 pp.

Koshy, Ta. "Integrated Non-Formal Education for Mothers." ***Social Change: Journal of the Council for Social Development.*** **Vol. 3, Nos. 1 and 2, March-June 1973. Council for Social Development, Sangha Rachana, 53 Lodi Estate, New Delhi, 110 003 India.** Describes an experimental program to test the effectiveness of functional literacy and other NFE techniques in improving child care and nutrition knowledge among pregnant women and new mothers in Indian villages. pp. 28-32.

Lundeen, Bruce E. and Alisa K. A. Lundeen. ***The Potential of Locally Produced Materials and Small Media in Community Development.*** **1977. Available from the Non-Formal Education Information Center, Institute for International Studies, College of Education, Michigan State University, East Lansing, Michigan 48824, USA.** Describes differences between the effects of centrally and locally produced media materials in one area of Kenya. Using the experiences of the Cattle Dip Manage-

ment Program, the Chebilat Women's Group Program, and the Local Production Program as examples, the authors discuss how small media can be used as a catalyst for social change. Includes information on a variety of media and training methods. 31 pp.

McAlphin, Michelle et al. "Women and National Development." ***Signs: Journal of Women in Culture and Society.*** **Vol. 3, No. 1, Autumn 1977. University of Chicago Press, 5801 Ellis Avenue, Chicago, Illinois 60637, USA. US$5.00.** A collection of papers presented at a conference held at Wellesley College, Massachusetts in June, 1976. The 35 papers cover a number of issues relating to women including models of development, changing modes of production, symbolic systems, migration, politics and institutions, education and participation in the labor force, and problems of research. 338 pp. (A follow-up workshop for overseas participants was held shortly after the Wellesley conference. For a summary of the Wingspread Workshop on Women and Development, contact the Johnson Foundation, Racine, Wisconsin 53401, USA.)

McCaffrey, Kathleen M. ***Images of Women in the Literatures of Selected Developing Countries (Ghana, Senegal, Haiti, Jamaica).*** **n.d. Prepared by Pacific Consultants for the Office of Women in Development, Agency for International Development, Washington, D.C. 20523, USA.** Based on recurring questions and perceptions about women in developing countries from artistic works, identifies four common themes (food production, family structure, motherhood, and food and nutrition) which could be used as a frame of reference for integrating women into development projects. Suggests planners should be particularly sensitive to cultural differences and women's roles as they relate to these themes. 229 pp.

McGrath, Patricia L. ***The Unfinished Assignment: Equal Education for Women.*** **Worldwatch Paper 7. July 1976. Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036, USA. US$2.00.** Traces the development of educational opportunities for women worldwide and suggests that the continued increase in participation by women in educational opportunities is leading toward a future in which women will play a much greater role. 47 pp.

MCTC and the Council of Women's Organizations in Israel. ***International Seminar on Partnership of Men and Women in National Development.*** **1975. Available from the Mount Carmel International Training Centre for Community Services (MCTC), Haifa, Israel.** Reports on an August 1975 seminar in which participants from 19 countries met to assess the existing forms of partnership between men and women in family life, economic activity and community and national decision-making. 94 pp. + appendices.

Misch, Marion Ruth and Joseph B. Margolin. ***Rural Women's Groups as Potential Change Agents: A Study of Colombia, Korea and the Philippines.*** **1975. The Program of Policy Studies in Science and Technology, George Washington University, Washington, D.C. 20006, USA.** Examines the experiences of private and government sponsored women's groups in Colombia, Korea, and the Philippines. Common success factors and general recommendations for research and development in countries similar to those of the study are discussed. 101 pp.

OECD. ***Informal DAC Meeting on the Role of Women in Development. Summary Report on the Meeting.*** **1978. Organization for Economic Co-operation and Development, Development Co-operation Directorate, 2 rue Andre Pascal, 75775 Paris, Cedex 16, France.** Summarizes a conference on aid activities to promote the participation of women in development. The basic needs perspective is identified as essential for planners and those involved in setting development priorities. Annexes include several African case studies and a section on cooperation with non-governmental organizations. 8 pp. + annexes.

Paolucci, Beatrice et al. ***Women, Families and Non-Formal Learning Programs.*** **n.d. Supplementary Paper No. 6. Institute for International Studies, College of Education. Michigan State University, East Lansing, Michigan 48824, USA.** Discusses a study which examined the actual and potential contributions of families and women in social and economic development. Based on the study's findings, the authors developed and tested a model for decision-making in NFE programming. Includes a bibliography on women and the family. 101 pp.

People. **"Women: The Long March." Volume 4, Number 3, 1977. International Planned Parenthood Federation (IPPF), 18-20 Lower Regent Street, London SW1Y 4PW, England.** A series of articles examines the status of women two years after the Mexico City Conference. Of special interest are articles on the Jamaican Women's Bureau, the Concerned Women for Family Planning program in Bangladesh, and the Escuela Radiofonica de Educacion Familiar (EREF) in the Dominican Republic.

Presvelou, Clio. ***Participation of Women in Rural Development Programmes.*** **1973. UN Publication WS/E5494. Home Economics and Social Programmes, FAO, Via delle Terme di Caracalla, 00100 Rome, Italy.** Based on interviews with FAO officers, discusses the social visibility of rural women in different cultures and past and present obstacles to their participation in rural development programs. 48 pp.

_____. ***Status of Rural Women, Especially Agricultural Workers. Addendum: Report Prepared by the Food and Agricultural Organization of the United Nations.*** **1973. UN Publication E/CN.6/583/Add.2. United Nations Economic and Social Council. United Nations Plaza, New York, New York 10017, USA.** In a paper prepared for the UN Commission on the Status of Women the author explores some of the critical issues surrounding women in development and suggests practical solutions for countries to improve the conditions of rural women. Also identifies ways in which UN agencies might assist countries to reach this objective. A summary of FAO programs which contribute to the integration of women into development projects completes the report. 48 pp.

Rainey, Mary C. "Non-Formal Education and Third World Women." 1977. Available from New York Academy of Science, 2 East Sixty-Third Street, New York, New York 10021, USA. In a paper presented at the International Conference on Human

Lactation in March 1977, the author summarizes characteristics of NFE programs, and offers suggestions for planning effective programs based on the experiences of a variety of NFE programs in India, Guatemala, Korea, China, Tanzania, Bangladesh, Senegal, and Thailand. Though the paper is intended primarily as an aid in planning breastfeeding programs, recommendations are also relevant to other types of women's programs. 12 pp.

Rihani, May. *Development as if Women Mattered: an Annotated Bibliography with a Third World Focus.* 1978. Occasional Paper, No. 10. Overseas Development Council, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036, USA. US$3.00. An annotated bibliography with an action/programming focus. 287 studies are organized by subject category and geographic region. Annexes include a list of other bibliographies in the field. 137 pp. (Available at no cost to women's organizations and institutions in Africa, Asia, and Latin America from the Office of Women in Development, Agency for International Development, Washington, D.C. 20523, USA.)

Rogers, Barbara. "Women's Projects'; New Segregation?" *Africa Report,* May-June, 1978. African-American Institute, 1201 Connecticut Avenue, N.W., Washington, D.C. 20036, USA. Observes that many attempts to involve women in development projects to date have not addressed the issue of integration. Suggests it is unrealistic to build alternative systems and that solutions lie rather in genuine participation by women in mainstream development projects, particularly in food crops. pp. 48-50.

Shafik, Amina. *The Main Functions of Women in Overall Social and Economic Development and Their Education Requirements to Fulfill Those Functions.* 1975. Available from UNESCO Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC), Sirs-El-Layyan, Menoufia, Egypt. Cites need for women to be integrated into the labor force so they may become economically independent citizens and developing countries may benefit from their participation. Argues that because development creates new jobs, women need to have as varied an education as men. 16 pp.

Stephens, Betsy and Marcia Odell. "Professional Women in Development Assistance." *Focus: Technical Cooperation.* No. 2, 1977. Society for International Development, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036, USA. Examines discrimination against women who work with host governments or technical assistance agencies. pp. 3-5.

Tinker, Irene, and Michele Bo Bramsen, eds. *Women and World Development.* 1976. Overseas Development Council. 1717 Massachusetts Avenue N.W., Suite 501, Washington, D.C. 20036, USA. US$3.50. A valuable compilation of papers from a seminar on women in development held in Mexico City just prior to the International Women's Year World Conference. Includes case studies and background papers on particular aspects of development in various countries and discusses five workshops which identified specific issues related to women, 228 pp. (Available at no cost to women's organizations and institutions in Africa, Asia, and Latin America from the Office of Women in Development, Agency for International Development, Washington, D.C. 20523, USA.)

UN. *Report of the Interregional Meeting of Experts on the Integration of Women in Development.* 1973. UN Publication ST/SOA/120. United Nations, United Nations Plaza, New York, New York 10017, USA. Examines women's participation in national economies. Five country studies survey women's economic activities in rural societies, small-scale businesses, and modern industries. Included as an annex is a description of the Economic Commission for Africa (ECA) five-year program on prevocational and vocational training of girls and women. 77 pp.

_____. *Report of the World Conference of the International Women's Year.* 1976. UN Publication E.76 IV.1. US$9.00. Enumerates principles underlying equality of women and their contribution to development and peace as discussed by conference delegates in Mexico City in June 1975. Summarizes IWY conference resolutions to integrate women into the development process and to promote their participation in economic and political decisions worldwide. 200 pp.

UN Commission on the Status of Women. *Participation of Women in Community Development.* 1972. UN Publication E.72.IV.8. United Nations Commission on the Status of Women, United Nations Plaza, New York, New York 10017, USA. US$2.50. Highlights information about the participation of women in community development that has not been covered in other UN studies. Describes the nature and extent of women's participation in community development programs, and notes some of the ways in which such programs have helped to advance the status of women. Includes suggestions for increasing women's participation in and contribution to community development. 68 pp.

UNDP. *Guidelines on the Integration of Women in Development.* 1977. UN Publication G3100-1. United Nations Development Programme, Programme Policy and Evaluation Division, United Nations Plaza, New York, New York 10017, USA. Identifies the many problems associated with involving women in the development process. Provides guidelines for UNDP officials to use in appraising projects. Includes an annotated list of references. 31 pp.

UNESCO. *Study on the Equality of Access of Girls and Women to Education in the Context of Rural Development.* 1973. UN Publication E/CN.6/566/Rev.1. UNESCO, 7 Place de Fontenoy, 75700 Paris, France; or United Nations Commission on the Status of Women, United Nations Plaza, New, York, New York 10017, USA. Based on a 1972 survey of 78 countries, the report examines the educational opportunities available to girls and women in rural areas of industrialized and less industrialized countries. Also discusses policies for integrating women into rural development. 69 pp. + annexes.

UNICEF. *Bibliographic Supplement to UNICEF Guide List ISIS. Women and Development.* 1977. UN Publication OSU-6410. Supp. I. UNICEF, Specifications Office, Supply Division, United Nations, New York, New York 10017, USA.

A selected bibliography of publications, materials, and related resources on the activities of women and girls. Covers foods and nutrition, handicrafts and domestic arts, family and child welfare, literacy and numeracy, marketing, cooperatives and consumer education, and labor-saving practices. Designed for use with the *ISIS Guidelist on Women and Development* published by UNICEF in 1975. 143 pp.

UNICEF News. **"Women and Development." Issue 82/1974/4. UNICEF. Subscription US$6.00.** Special issue dedicated to women in developing nations. Provides examples of the lives of women in various countries and ways in which they are helping themselves so they may play active roles in their nations' development. Of particular interest is a description of the Women's General Union of Syria. 40 pp.

Upper Volta. ***Projet Haute Volta-Unesco d'Acces des Femmes et des Jeunes Filles a l'Education. Phase Experimentale 1967-1976.*** **Ministere de l'Education Nationale et de la Culture, Ouagadougou, Upper Volta.** Reports on an integrated development project to improve the status of women and girls. The project provides education programs in health, nutrition, and functional literacy, and stresses the importance of labor-saving devices for women. Activities include training of traditional midwives in modern health practices, use of radio forums in villages, and traveling theater groups. 16 pp. + appendices.

Vaughn, Gladys Gary, compiler. ***Womens' Roles and Education: Changing Traditions in Population Planning.*** **n.d. American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036, USA.** A collection of nine papers intended to help international home economists and other educators integrate family planning and population education concepts into home economics programs. Additionally, the readings are designed to provide students with a convenient reference on current developments in theory and research on family planning, home economics, and population education concepts. 86 pp.

WAGGS. ***The Essential Elements of Girl Guiding/Girl Scouting.*** **1975. World Association of Girl Guides and Girl Scouts, The World Bureau, 132 Ebury Street, London SW1W 9QQ, England.** Based on a study initiated by the World Committee, the report describes the essential elements of guiding and gives the ideals and membership principles of the Girl Guides/Girl Scouts. 8 pp. (Numerous other WAGGS publications briefly describe specific country programs incorporating a wide variety of vocational training efforts.)

WEAL Fund. ***Decade for Women: World Plan of Action.*** **1977. Women's Equity Action League Educational and Legal Defense Fund, 733 15th Street, N.W., Washington, D.C. 20005, USA.** A condensed version of the *World Plan of Action for the Decade for Women* adopted by representatives from 100 nations meeting in Mexico City at the United Nations World Conference for International Women's Year in July 1975. 18 pp.

Weisblat, A. M. "Role of Women in Development." ***RTN Seminar Reports.*** **October 1975. Research and Training Network, The Agricultural Development Council, Inc., 630 Fifth Avenue, New York, New York 10020, USA.** Based on a 1974 conference, the report outlines needed research and suggests approaches for defining the role of women's economic functions in rural development. Arguing that traditional measures of GNP fail to include many of the economic activities of rural women, the report recommends establishing documentation centers to study labor and time allocation by sex so that data may be used to answer important policy questions. 4 pp.

Wilbur, Jane E. ***Development Programs for Women in Bangladesh: A Planners Guide.*** **1978. School for International Training of the Experiment in International Living, Brattleboro, Vermont 05301, USA. Available to LDC Women's Organizations from the Non-Formal Education Information Center, Institute for International Studies in Education, 513 Erickson Hall, Michigan State University, East Lansing, Michigan 48824, USA.** Offers guidelines for agencies concerned with involving women in agricultural, income-generating and other development activities in Bangladesh. 46 pp.

"Women and Development." ***Report.*** **July-August 1977. World Bank. Department of Information and Public Affairs, Room P-711, 1818 H Street, N.W., Washington, D.C. 20433, USA; or 66 Avenue d'Iena, 75116 Paris, France.** In an interview with the staff of *Report*, Gloria L. Scott, Advisor on Women in Development for the World Bank, and Arvonne Fraser, Coordinator, Office of Women in Development for the United States Agency for International Development, discuss concerns of development program officials in integrating women into the development process. pp. 4-6.

World Bank. ***Integrating Women Into Development.*** **1975. World Bank, 1818 H. Street, N.W., Washington, D.C., USA.** Discusses the role of the World Bank in recognizing and promoting development activities for women. Briefly describes Bank supported projects in various countries. 29 pp.

Zeidenstein, Sondra and Laura. "Observations on the Status of Women in Bangladesh." ***World Education Issues.*** **No. 2, July 1974. World Education, 1414 Sixth Avenue, New York, New York 10019, USA.** Reports on a 1973 study of rural and urban women in Bangladesh. Reviews private and governmental efforts to improve women's status through literacy programs, health and family planning services, and income-producing projects. The closing section offers a checklist of activities to upgrade the status of women and includes suggestions appropriate for national and local governments as well as private institutions. 24 pp.

Note: North American readers may order United Nations publications from UNIPUB, P. O. Box 433, Murray Hill Station, New York, New York 10016, USA. Others should contact the United Nations Sales Section, New York, New York 10016, USA for addresses of regional distributors.

———Selective Listing of Journals and Newsletters about Women———

JOURNALS AND NEWSLETTERS FOCUSING PRIMARILY ON WOMEN

ATRCW UPDATE. African Training and Research Centre for Women, UNECA, P. O. Box 3005, Addis Ababa, Ethiopia. An informal newsletter on women and development primarily focusing on, but not limited to, Africa. Includes news of ATRCW programs and relevant information about the activities of other organizations, and individuals. Free upon request to persons working on projects related to women and development in Africa.

COMMENT: Quarterly Magapaper on Research about Wo/Men. American Council on Education, Office of Women in Higher Education, 1 Dupont Circle, N.W., Washington, D.C. 20036, USA. Includes articles, stories, abstracts and information relevant to women in education worldwide. Quarterly. US$6.00 — individual, US$10.00 — institution.

The Council Fire. World Association of Girl Guides and Girl Scouts, The World Bureau, 132 Ebury Street, London SW1W 9QQ, England. Presents a world view of the philosophy of Girl Guides and Girl Scouts. Stresses the need to educate girls and young women for productive roles. In English, French, and Spanish. Quarterly.

International Women's Tribune Centre Newsletter. International Women's Tribune Centre (formerly IWY Tribune Project), 345 East 46th Street, Room 815, New York, New York 10017, USA. Covers various activities of the Centre which serves as a clearinghouse and develops resource materials relating to women in development. Issues focus on specific topics and include useful annotated bibliographies. Also describes current rural development projects and lists available source materials.

News Bulletin of the Inter-American Commission of Women. Inter-American Commission of Women (CIM), Organization of American States, General Secretariat, Washington, D.C. 20006, USA. Reports on the activities of the CIM in 24 member states in Central and South America.

Newsletter on the Status of Women. Branch for the Promotion of Equality of Men and Women, United Nations Plaza, New York, New York 10017, USA. Covers United Nations activities and resolutions that relate to women. Also lists many UN publications about women.

Perspective. World Young Women's Christian Association, 37 Quai Wilson, 1201 Geneva, Switzerland. Describes YWCA projects worldwide and addresses development issues.

Rural Progress. United Nations Economic Commission for Africa (UNECA), P. O. Box 3001, Addis Ababa, Ethiopia. Created to share information on UNECA activities to promote rural progress, the newsletter is directed toward fieldworkers and international voluntary agencies in areas such as rural development, agriculture, veterinary medicine, and health. (Replaces ***African Women*** and ***Rural Development Newsletter.)*** Quarterly.

Sensor. Women's Media Resource Center, P. O. Box 5595, Santa Monica, California 90405, USA. Contains information for and about women interested in media. Coordinates and lists workshops and resources relating to various media.

WIN News. Women's International Network News, 187 Grant Street, Lexington, Massachusetts 02173, USA. Highlights issues, resources, and projects concerning women and development. Covers topics such as women and health, employment, international affairs, food production and the media. Quarterly. US$15.00 — individual, US$25.00 — institution. Sponsorship available for women's groups in the Third World.

Women at Work. An ILO Newsbulletin. International Labour Organization Publications, CH-1211 Geneva 22, Switzerland. Looks at national trends, legal issues, employment, participation in decision making, and actions by international organizations as they relate to women workers. Includes references to and extracts from other ILO documents. Three issues per year. US$7.15.

SPECIAL ISSUES OF OTHER JOURNALS AND NEWSLETTERS

Agenda. February, 1978. "Women in Africa" and March, 1978 "The Missing Piece in the Development Puzzle." Office of Public Affairs, Agency for International Development, Washington, D.C. 20523, USA.

Alfalit. January 1976. Alfalit International, Apartado 292, Alajuela, Costa Rica.

Ceres. Vol. 8, No. 2, March-April 1975. "Women: A Long-Silent Majority." Food and Agriculture Organization of the United Nations, Via delle Terme di Caracalla, 00100 Rome, Italy.

The Commission. Vol. 38, No. 5, May 1975. "Status of Women." Department of Missionary Education, 3806 Monument Avenue, Richmond, Virginia 23230, USA.

COMMITTMENT. No. 4, 1974. United Nations Development Programme (UNDP), United Nations Plaza, New York, New York 10017, USA. 6 pp.

Cooperation Canada. No. 18, January/February 1975. "International Women's Year." Information Division of the Communications Branch, Canadian International Development Agency (CIDA), 122 Bank Street, Ottawa, Canada K1A OG4.

Home Economics. No. 2, June 1975 and No. 3, September 1975. Federation Internationale Pour L'Economie Familiale, 64 Avenue Edouard-Vaillant, 92100 Boulogne, France.

Intercom. April 1976. "Women and Men: Changing Roles in a Changing World." Center for Global Perspectives of the New York Friends Group, Inc., 218 East 18th Street, New York, New York 10003, USA.

International Exchange News. Vol. 22, No. 2, Winter 1977-78. Washington International Center of Meridian House International, 1630 Crescent Place, N.W., Washington, D.C. 20009, USA.

Journal of World Education. Vol. 5, No. 6, Winter 1974/75. Association of World Colleges and Universities, 3 Harbor Hill Drive, Huntington, New York 11743, USA. 16 pp.

L.I.F.E. March 1978. League for International Food Education, 1126 Sixteenth Street, N.W., Washington, D.C. 20036, USA.

New Internationalist. No. 56, October 1977. "Women hold Up Half the Sky," and No. 58, December 1977. "The Hand that Rocks the Cradle." New Internationalist Publications, Ltd., 113 Atlantic Avenue, Brooklyn, New York 11201, USA; and Unit 3, Windover Road, Huntington, Cambridgeshire, United Kingdom.

New World Outlook. Vol. 31, No. 8, April 1971. "Women of the Third World." Missions of the United Methodist Church, 475 Riverside Drive, New York, New York 10027, USA.

Rural Development Network Bulletin. No. 6, Part 1, July 1976. "Women in Rural Development," and No. 6, Part 2, May 1977. "Women in Rural Development." Overseas Liaison Committee, American Council on Education, 1 Dupont Circle, N.W., Washington, D.C. 20036, USA.

The UNESCO Courier. No. 8, August-September 1975. "Turning Point for Women." UNESCO, Place de Fontenoy, 75700 Paris, France.

The Urban Edge. Vol. 2, No. 4, April 1978. Council for International Urban Liaison, 818 18th Street, N.W., Washington, D.C. 20006, USA.

World Communique. No. 3, May-June 1975. "International Women's Year 1975." World Alliance of Young Men's Christian Associations, 37 Quai Wilson, Geneva, Switzerland.

World Health. January, 1975. "International Women's Year." World Health Organization, Avenue Appia, 1211 Geneva 27, Switzerland.

Network News

Adult Education in Zambia

Laying the Foundation (1977, 22 pp.) describes the activities of the Zambian Adult Education Advisory Board's first two years of operation. Established in 1972, the Board has participated in literacy, workers' education, and road safety programs, and has worked to provide adult education in prisons, youth centers and training for civil servants. The Board plans to publish additional reports about its activities in the near future. For copies please contact W. A. Chitundu, Executive Secretary, Zambia Adult Education Advisory Board, Ministry of Education, P. O. Box RW93, Ridgeway, Lusaka, ZAMBIA.

Centre Inffo

Centre Inffo (formerly CNIPE) is a non-profit association created to disseminate information on all aspects of adult education and vocational training. Headquartered in Paris, the national organization offers a variety of services on an exchange basis including:

- Periodicals ranging from a fortnightly news letter on continuing education to a bi-monthly magazine on vocational education.
- Yearbooks listing state approved courses and organizations offering adult education and vocational training.
- Guides and teaching aids for learners and instructors.
- Films and other audio-visual materials.

Most services are available in both French and English. For more information about Centre Inffo's activities, contact Bernard Pasquier, Directeur Technique, Charge des Relations Internationales, Centre Inffo, Tour Europe Cedex 07, 92080 Paris, FRANCE.

Leadership Training

The International Institute of Rural Reconstruction (IIRR) in Silang, Cavite, Philippines will conduct two international leadership training sessions in 1979. The training is designed for rural development directors, field supervisors, project managers, and specialists in related areas. Scheduled for seven weeks each, the sessions will be held from January 22 to March 9 and September 3 to October 19, 1979.

Training will emphasize basic principles and approaches to rural reconstruction, IIRR, which has been based in the Philippines since its founding in the 1950s, seeks to promote and assist citizen initiative in organizing private rural reconstruction movements. In addition to its activities in the Philippines, IIRR has programs in Guatemala, Colombia, Thailand, and Ghana.

Persons interested in the training sessions or in learning more about IIRR may contact David J. Hopkins, Associate Training Director, IIRR, Rm. 38, Elena Apts., 512 Romero Salas St., Ermita, Manila, Philippines.

Bank Education Policy

Prescription for Progress? A Commentary on the Education Policy of the World Bank. (1976, 96 pp.), edited by Peter Williams, critiques the education policies of the World Bank in Africa, Latin America, and Asia. Using the Sector Working Paper of the World Bank as a point of departure, various experts offer a detailed examination of educational factors affecting development in less industrialized areas. The third in a series of occasional papers published by the University of London Institute of Education, the paper is distributed by the NFER Publishing Company Limited, 2 Jennings Buildings, Thames Avenue, Windsor, Berks, SL1 2DQ, ENGLAND at £1.75 a copy.

CIE Publications

The Center for International Education at the University of Massachusetts has issued three new publications on NFE topics:

● *Collaboration for Materials Development.* (Training Notes No. 2, 1977, 49 pp.) by Arlen W. Etling offers guidelines for developing simulation games and other educational materials based on facilitative, collaborative approaches to training.

● *Effective Educational Radio: An Approach to Analyzing Programs* (1978, 31 pp.) by James M. Theroux reviews a number of program variables linked to audience impact, and presents diagnostic questions for designing and analyzing educational radio programs.

● *Evaluation in Nonformal Education: The Need for Practitioner Evaluation.* (Issue Papers Series No. 3, 1978, 28 pp.) by David C. Kinsey examines current evaluation practices and suggests several approaches for developing models to be used by field practitioners.

Each publication costs US$2.00 and is available from the Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01003, USA. Payment should accompany orders.

Farmers and Information

A critical evaluation of information as it relates to small farmers is provided in J. O'Sullivan-Ryan's *The Role of Information in the Life of the Subsistence Farmer: A Study of the Guatemalan Western Central Highlands* (1978, 47 pp.) An analysis of the role of information and extension services in promoting change in the lives of subsistence Indian farmers, the paper examines differences between farmers who do and do not receive extension and cooperative services.

The author concludes that the availability of services is related to the size and location of farms as well as social and cultural characteristics. Furthermore, because of the structural limitations which affect extension services and because owners of very small farms operate within a different investment system than do those who own large farms, some presently non-attended farmers could not take advantage of resources even if they were available. The author also makes policy recommendations which include directing resources to smaller farmers, producing situationally relevant information, developing an infrastructure for vegetable and flower markets, and promoting and defending the rights of poor subsistence farmers. Available from the Director, Institute for Communications Research, Stanford University, Stanford, California 94305, USA.

School Leavers

The School Leaver in Developing Countries (1976, 66 pp.) edited by Peter Williams, reports on a 1974 workshop held at the University of London. An introduction by Williams presents the main themes of the workshop, along with a critical review of why educational planning in developing countries must focus on the school-leaver problem. The papers discuss various approaches to solving the school-leaver problem and suggest that solutions must take into account differing cultural or environmental situations.

The report, which costs £1.50, is available from the NFER Publishing Company LTD., 2 Jennings Buildings, Thames Avenue, Windsor, Berks SL4 1QS, ENGLAND.

CEDEN

The Center for the Development of Non-Formal Education *(Centro para el Desarrollo de la Educacion No-Formal* — CEDEN) in Bogota, Colombia, promotes educational innovation in a variety of ways. The action arm of the Foundation for Continuing Education in Colombia *(Fundacion para la Educacion Permanente en Colombia* — FEPEC), CEDEN maintains an active research and information program. CEDEN's Information Exchange Service for NFE Programs *(Servicio de Intercambio de Informacion para Programas de Educacion No-Formal* — SINENF) provides documentation services and publishes a newsletter, *Boletin Informativo SINENF.*

Thus far CEDEN's publications have included a survey of NFE programs in Colombia, an overview of NFE theory which includes an extensive bibliography, a study of characteristics and roles played by persons working in NFE programs, and a three-volume series on NFE and child development. Included in the series are a report on a pilot project and an activities handbook for families with small children. All documents are in Spanish. More information is available from Dr. Benjamin Alvarez, CEDEN, Calle 44, No. 14-60, Ofs. 201-202, Apartado Aereo 53372, Bogota, COLOMBIA.

Clarification

The National Service for the Formation of Laborers (El Servicio Nacional de Formacion de Mano de Obra-FOMO) is an ongoing project which was highlighted in *NFE Exchange* No. 11. In the interest of space, information on the advisory role of the International Labour Organization from 1975 to 1977 was omitted. Additional information on this or other aspects of FOMO's activities may be obtained from FOMO, Ministerio de Trabajo y Desarrollo Laboral, La Paz, BOLIVIA or from Dr. Michael Goldway, School of Education, Stanford University, Stanford, California 94305, USA.

Rural Communications

"Don't keep it to yourself. Pass it on. Information is only useful when it is used" is the philosophy of Rural Communications, a cooperative venture committed to helping village communities achieve self-reliance. Believing that one of the best ways to accomplish this goal is to provide a forum for NFE practitioners to share their ideas, Rural Communications publishes *Basics: A Source of Shared Information on Rural Development.* Articles in this free newsletter offer well-illustrated and easy-to-follow directions for appropriate technology solutions to health, agricultural and housing problems. Also included are thoughtful discussions about development and readers' descriptions of their own problems and successes in developing grass-roots projects.

Rural Communications is also sponsoring "Let the Village Hear," a workshop for grass-roots level workers to be held in Calcutta, India, from 26 November to 8 December 1978. Intended to help practitioners from all over the world share their experiences and expertise, the workshop will emphasize practical development rather than abstract planning.

Global Village, the parent organization of Rural Communications, is also involved in handicraft development. An importer of handicrafts from 20 countries, Global Village is willing to help artisans develop catalogs of their products and to assist in certain aspects of product design. Those wishing more information about this and other aspects of the organization's activities should write to Rural Communications, 17 St. James' Street, South Petherton, Somerset TA13 5BS, ENGLAND.

Planning Women's Projects

The Secretariat for Women in Development has just released the first two sections of *About Women in Development,* a resource book designed to help planners design programs that affect women. A useful reference guide, the loose-leaf volume includes a series of short project descriptions and a listing of U.S.-based funding sources for women in development projects. A third section, yet to be produced, will contain case studies of program implementation. Additional materials for each section of the resource book will be published as new information becomes available.

Founded in 1977 to assist private voluntary agencies and non-governmental organizations develop more effective programs, the Secretariat also organizes overseas training workshops; is developing a roster of women qualified to work in development projects; and is establishing a publication retrieval system for accessing documents on women in development. For more information about these activities, contact the Secretariat for Women in Development. New TransCentury Foundation, 1789 Columbia Road, N.W., Washington, D.C. 20009, USA.

NFE and Formal Education

The NFE Information Center is interested in expanding its collection on the linkages between formal and non-formal education. Of particular interest are materials on research and action programs linking formal and non-formal education at the primary, secondary and university levels including such areas as non-formal education in preparation for formal education; the use of school facilities for NFE programs; adult learning through NFE; formal education programs for NFE workers; and formal education content in NFE settings. Readers are urged to send their materials on these topics to the Director, NFE Information Center.

Thai NFE Program

A thoughtful collection of essays on non-formal education in Thailand, *Non-Formal Education* (1978, 84 pp.), edited by Oonta Nopakin, reports on the proceedings of a 1975 conference organized by Chu'alongkorn University with assistance from UNICEF and the Ministry of Education, Department of Teacher Training. Included in the document are sections on the historical aspects of NFE programs for Thai women, family life and adult education programs, NFE and community development, the strengths and weaknesses of functional literacy efforts and the role of youth organizations in development. A description of Chulalongkorn University's teacher education program in non-formal education is also included. Available from Dr. Oonta Nopakin, Faculty of Education, Chulalongkorn University, Bangkok, Thailand.

NFE Exchange

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You are invited to send information and to make comments and inquiries to the editor.

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